

# **A Fairer, Better, More Comprehensive Way to Assess Schools: Multiple Indicators as Part of the AYP Determination**

*Many Americans do not believe that the success of students or schools can be measured by one test administered on one day. We must help ensure that all students in all schools have access to a broad, rich curriculum. The Miller-McKeon discussion draft continues to place strong emphasis on reading and math skills, while allowing states to use more than their reading and math test results to determine how well schools and students are doing.*

## **Why multiple indicators of progress are important**

Multiple indicators provide a more fair, comprehensive, and accurate picture of how schools are doing by examining more student performance data that clearly reflect the overall quality of the school. Multiple indicators also encourage and reward schools for closing the achievement gap in critical areas, including history, social studies, science, writing, advanced course taking, graduation and dropout rates, and college enrollment rates. Multiple indicators will address curriculum narrowing by discouraging schools from cutting back on critical subjects like science, history, and social studies.

## **Types of indicators that are permitted by the discussion draft**

The discussion draft allows states to apply to the Secretary of Education to include multiple indicators of student achievement to determine whether schools are making adequate yearly progress (AYP). For states that apply, indicators can be used to help schools achieve AYP *if they are close* to making AYP already. If states choose any of these additional indicators, then they must make sure *the indicator is used in all schools in the state*. States can consider the following indicators as part of their system:

### **For elementary schools:**

- Improvements on state science, writing, civics and government, and history tests; and,
- Increases in the percentage of students who move from below basic to basic and proficient to advanced on the state reading and math assessments.

### **For high schools:**

- The same indicators used for elementary schools.
- Graduation rate (students who start 9<sup>th</sup> grade and graduate four years later);
- Dropout rate (students who leave between the start of one year and the start of the next year.)
- Percentage of students completing an end of course exam for an Advanced Placement course or the equivalent or a state developed, rigorous college preparatory course; and,
- College enrollment rates.

## **Discussion draft maintains focus on reading and math assessments**

For elementary schools, the sum of all indicators used may not exceed 15 percent of a school's or student group's Annual Measurable Objectives (AMOs). Statewide reading and math assessments would count for 85 percent. In secondary schools, the sum of all indicators used may not exceed 25 percent of a school's or a student group's AMOs. Graduation rates may count for up to 15 percent. Passage of advanced course exams may count for up to 10 percent. All other indicators may count for up to 5 percent. States must develop rigorous growth targets for each indicator.

## **Proposals to include additional indicators must be rigorous and peer-reviewed**

Proposals by states to incorporate additional indicators would have to undergo a rigorous peer review process to ensure the quality and rigor of the measurement system. States would have to do an independent analysis to evaluate the rigor and accuracy of the system. States must suspend or amend their plans based on the results of the analysis, which must be made public and must be submitted to the U.S. Education Secretary.